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|--------------------|-------------|--------------------------|
| <b>Vol 7, No 3</b> | <b>2023</b> | <b>Halaman 396 - 409</b> |
|--------------------|-------------|--------------------------|

## **The Challenges of Practicum Courses on Online Learning**

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### **Abstract**

The Indonesian government encourages educational institutions to implement Online Learning (PJJ) through Law Number 20 of 2003. With the massive development of information and communication technology and the internet, now implementing PJJ system in educational institutions is a necessity. Hence, in 2020 Universitas Multimedia Nusantara established a Communication Studies Study Program in PJJ. In teaching and learning activities, there are theoretical and practical courses. This study aims to answer research question about the challenges of practicum course that are implemented through the PJJ system. The method used in this study was Focus Group Discussion (FGD) with 40 students who were divided into several groups based on semester level. All FGD participants had taken practicum courses, namely the Digital Videography and Multimedia Laboratory. The results showed that the challenges faced in practicum courses are the differences of distance and time to complete group assignments among the students, the availability of learning support tools or facilities, and the updating of teaching material content. Alternative responses made by students are by substituting practicum tools and utilizing social media such as Youtube and Instagram to enrich learning material. This study also found several expectations in practicum course, such as renewing learning materials by using language that is easier to understand, adjusting quiz questions, and increasing the frequency of synchronous virtual meetings.

**Keywords:** Online Learning, Practicum Course, Challenge in Practicum

### **INTRODUCTION**

Pendidikan Jarak Jauh (PJJ/Online Learning) has been implemented in Indonesia for a long time, even before the digital and information technology era as it is today (Siahaan & Rivalina, 2012). As technology and infrastructure continue to develop in Indonesia, online learning is increasingly applied in various levels of formal education. In 1993, the Indonesian government through the Ministry of Education and Culture issued a policy on the Development of Online Learning in Primary and Secondary Education Level.

Moreover, in 2003 the government issued Undang-Undang Nomor 20 Tahun 2003 (Law No. 20 of 2003) on the National Education System, recognized and regulated the development of online learning in all levels of formal education. Currently, the online learning system has been widely applied to various institutions, which is also driven by the high penetration of the internet in Indonesia. According to We Are Social reports on Kompas.com, the number of internet users in Indonesia as per 2023 has reached 212,9 million (Clinton, 2023). Besides that, the use of online learning in Indonesia is also supported by the massive development of communication technology. The presence of various platforms and devices are also creating new alternatives in education, for instance Youtube is no longer considered as a social media only, but also transformed as a learning media. Thus, this contributes significantly to the development of the online learning system in Indonesia.

The journey of online learning in Indonesia continues to develop and at the same time it faces various challenges in its implementation. In 2020, Indonesia experienced the Covid-19 pandemic which pushed face-to-face teaching and learning activities to completely switch to an online learning system. As a result, all learning materials have to be adjusted to online learning media (Adedoyin & Soykan, 2020). Besides, the pandemic caused unprecedented challenges in higher education and new ways to transfer knowledge, and teach new technical skills which need to be developed by using online platforms as the main teaching media (Plummer et al., 2021).

Considering the rapid growth of digital technology in Indonesia, Universitas Multimedia Nusantara established an Online Learning Study Program in Communication Science (UDL) in 2020 (Alvin & Dewi, 2022). The program fully utilizes technology and the internet through Learning Management System (LMS) as the main learning platform rather than face-to-face learning. LMS is a platform which is designed to assist in managing online learning processes, such as distributing study materials, conducting exams, and tracking student's learning progress (Munir, 2010). It also facilitates interaction between students and lecturers through forums, chats, quizzes, and video conferences. LMS is equipped with some features which can meet the needs of both theoretical and practicum course mode.

UDL applies a blended learning scheme that combines both synchronous and asynchronous learning which adopts the PEDATI Concept (Learn, explore, apply, and evaluate). The PEDATI Concept is merged into an asynchronous learning model that includes text, audio, visual, animation, and simulation which emphasizes gamification in order to create a structure and fun learning atmosphere (Astawan et al., 2021). The learning model applied in the online learning system is expected to accommodate the needs of both theoretical and practicum course materials. In its implementation, delivering a practicum course through LMS faces more challenges than theoretical learning. Theoretical material tends to be easily delivered rather than practicum material in online learning systems. Theoretical material consists of the combination of text, audio-visual, and animation to help students understand the topic. Whereas, the practicum material is more complicated because it consists of technical guide or tutorial forms that need to be effectively delivered to the student through both synchronous and asynchronous learning models. In delivering a practicum material, tutorial

video plays an important role. It has to transfer knowledge and technical skills for students in order to achieve the learning outcome. In addition, the principles of independence and flexibility in online learning can serve as a guide for students to easily apply their knowledge.

Video quality is very important in online learning (Hansch et al., 2015; Yoon et al., 2021) because it is used as the main medium in delivering the practicum materials. The interactive teaching methods also need to be implemented by the lecturer in order to engage better and to attract attention (Fauzi, 2022). In addition, Martin & Bolligier (2018) stated that introductory icebreakers or discussions and working collaboratively using online communication tools were rated as the most beneficial engagement strategies in student-to-student communication. Engagement among the students can be increased by implementing group discussions and assignments. The use of small-group in the classroom can increased retention of students and improved relationships among the students (Cavinato, Hunter, Ott, & Robinson, 2021). In contrast, UDL students found that group assignment in practicum courses is the main obstacle for them. Even though the preparation of the practicum course has been planned comprehensively to ensure the clarity of teaching materials and the structure of learning are arranged to help students absorb the materials given, UDL still found many challenges in delivering practicum courses.

Thpere are two practicum courses held at UDL, namely Digital Videography and Multimedia Laboratory. Digital videography courses substantially study video production technique from start to finish. Whereas, multimedia laboratory courses study the technical operation of creative design software for the needs of the creative industry. The ways to transfer knowledge in online learning face some difficulties creating students satisfaction in online learning experience (Lytras, Serban, Ruiz, & Ntanos, 2022). Therefore, this study wants to address two research questions. The first research question is; what challenges do UDL students experience when taking practicum courses? The second research question of this study is to determine what PJJ students anticipate from participating in practicum courses that are most suited to their needs.

## **METHODS**

This research is qualitative research because it relates to social phenomena as research objects. In addition, the nature of this research is exploratory because the topic under study is a phenomenon that still lacks information, as well as appropriate tools to explain the reasons for a behaviour or phenomenon that occurs (Hennink, 2014). Therefore, this research is included as an early stage of research so that proper data collection will use Focus Group Discussion (FGD).

Hennink (2014) explains that FGDs are interactive discussions between participants regarding a specific issue that are guided by a moderator, within a predetermined duration, and are conducted to obtain various perspectives on the research topic. One of the important elements in the FGD is the implementation in a safe or pressure-free environment, so that each participant can express their ideas or views freely.

FGDs are not a series of interviews conducted simultaneously. For Hennink (2014), the FGD process involves discussions that are based on the principle of rationality and in the end it is possible to form a collective narrative that goes beyond personal views on the topic of discussion. In addition, when there are differences of opinion, an FGD can also be a means of social moderation, not creating a consensus, because in it the participants can share views and confirm one another. Based on these reasons, the research team decided to use FGDs as an appropriate tool for exploratory research to examine the challenges of distance learning that occur from a student's point of view.

Before conducting the FGD, the research team established a number of criteria for participants. First, the FGD participants were active students of UDL. Second, students who are entitled to become participants are those who have attended lectures for at least one semester. This criterion thus negates the participation of new students. Third, students must have taken courses that contain practicum elements, including Digital Photography, Digital Videography, and Multimedia Laboratory. Fourth, the suitability of the proportion of gender (male and female), generation (Batch 1 – Batch 4), age ( $\leq 25$  years and  $\geq 25$  years), experience (fresh graduates and currently or have worked), and domicile (inside and outside Jakarta, Bogor, Depok, Tangerang, Bekasi).

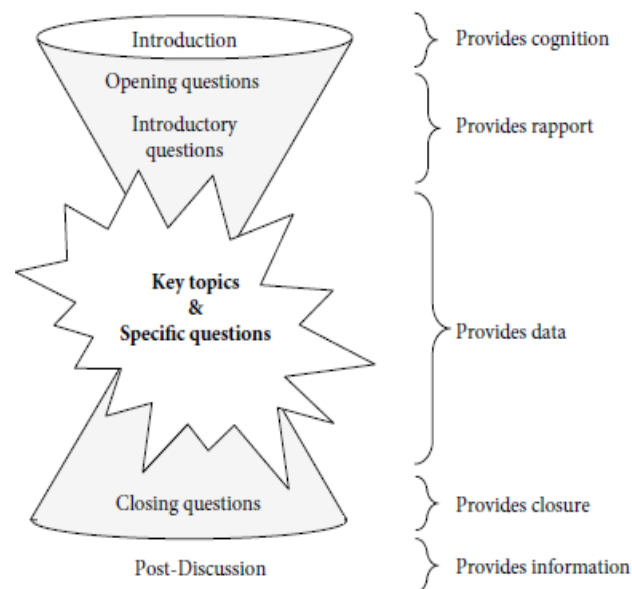
The total number of active UDL students as of December 2022 is 120 people. Of the total, there were 32 students who met the criteria. Next, the participants were divided into four groups. Thus, the research team conducted four separate FGDs. The FGD spanned from February to April 2023 and was carried out online using Zoom because the participants were not in the same location. Each FGD took an average of 100 minutes. Below are the backgrounds of the FGD participants.

Table 1. List of FGD Participants

| No | Name                     | ID Number   | Status   | Domicile     | Year Born |
|----|--------------------------|-------------|----------|--------------|-----------|
| 1  | Angga Kusumadiharja      | 00000059042 | Employee | Portugal     | 1991      |
| 2  | Nurul Khalifah           | 00000058993 | Employee | Jakarta      | 2001      |
| 3  | Popy Sopyaningsih        | 00000058977 | Employee | Portugal     | 1999      |
| 4  | Brilliant Vega Pratama   | 00000061582 | Employee | Tangerang    | 1998      |
| 5  | Dharma Dhyana            | 00000061335 | Employee | Tangerang    | 2000      |
| 6  | Putri Ayu Kinanti        | 00000061195 | Usaha    | Bekasi       | 2003      |
| 7  | Selvina Yudhistira       | 00000061791 | Employee | West Jakarta | 2003      |
| 8  | Defi Saofitri Rohmah     | 00000063458 | Employee | Bogor        | 2002      |
| 9  | Felicia Agnes Maretha    | 00000063063 | Student  | Cianjur      | 2003      |
| 10 | Harnisa Eka Mardhatillah | 00000064672 | Usaha    | Ciamis       | 2002      |
| 11 | Rahayu Dwi Sekar Arum    | 00000066307 | Employee | Tangerang    | 2002      |

|    |                                  |             |          |                    |      |
|----|----------------------------------|-------------|----------|--------------------|------|
| 12 | Ramantha<br>Olviansyah           | 00000065495 | Employee | Jakarta            | 1997 |
| 13 | Yohannes Ferrari<br>Maydi        | 00000063454 | Employee | Cibubur            | 2002 |
| 14 | Agnes Tamara<br>Lionardi         | 00000071713 | Employee | Balikpapan         | 2001 |
| 15 | Belgies Dewi<br>Fortuna          | 00000070028 | Student  | Jember             | 2002 |
| 16 | Celine Eunice<br>Christania Diva | 00000073923 | Employee | Manado             | 2002 |
| 17 | Chiara Amory                     | 00000071574 | Employee | Jambi              | 2004 |
| 18 | Cucu Cahman<br>Gantina           | 00000071710 | Employee | Bandung            | 1993 |
| 19 | Marko Florestino                 | 00000072661 | Employee | Bogor              | 2002 |
| 20 | Nikoles Yudhistira               | 00000072660 | Employee | West Jakarta       | 2001 |
| 21 | Reva Sascha<br>Tatianna          | 00000071160 | Employee | South<br>Tangerang | 2004 |
| 22 | Stephani Widagdo                 | 00000068789 | Employee | West Jakarta       | 2001 |
| 23 | Muhammad<br>Yudistira Putra P    | 00000077440 | Employee | Bogor              | 2002 |
| 24 | Sekar Pertiwi                    | 00000077459 | Employee | Jakarta            | 1995 |
| 25 | EVELYN<br>CHRISTANTIA            | 00000076047 | Employee | Melawi             | 2003 |
| 26 | DESI PRATAMA                     | 00000076969 | Employee | Bangka             | 2000 |
| 27 | NICHOLAS<br>MARTHIN<br>TAIHUTTU  | 00000073226 | Student  | Surabaya           | 2003 |
| 28 | Erick Pawuh                      | 00000077558 | Employee | Jakarta            | 1997 |
| 29 | Dinda Qifari                     | 00000078120 | Employee | Tangerang          | 2004 |
| 30 | BUDIMAN                          | 00000078133 | Employee | Barito Kuala       | 1994 |
| 31 | MUHAMMAD<br>NABIYA LUBIS         | 00000081154 | Employee | Lhokseumawe        | 2002 |
| 32 | CAROLINA<br>SIMANUNGKALIT        | 00000082274 | Employee | Batam              | 2003 |

The research team acted as observers and did not show themselves in front of the participants. The FGD implemented a tapered hourglass scheme on research topics related to experiences and learning challenges of practicum courses at UDL.



**Figure 1.**  
**Hourglass Design of FGD**  
Source: (Hennink, 2014, p. 51)

The FGD method certainly has limitations. One of them is that the participants have the opportunity to be influenced by one or more dominating participants. In order to minimize this effect, the research team has provided input to the moderator to be able to limit participants who give their views for a long duration and invite other participants to share their opinions.

After the data is collected, the data will be transcribed. Then, the research team also carried out a grounded theory procedure where the data was processed and analyzed to produce a certain theory (Corbin & Strauss, 2014). One of the procedures that must be carried out is to determine themes from the data owned.

## DISCUSSION

Pendidikan Jarak Jauh (PJJ/Online learning) is not a perfect education system. One of the limitations of online learning can be felt when delivering practicum course materials. Practicum usually involves direct experience and interaction with the learning object or material.

This research seeks to answer two big questions. First, what challenges did UDL students face in facing the Digital Video and Multimedia Laboratory courses. Second, this study seeks to find out the expectations of online learning students in taking practicum courses that are ideal for them.

Answering these two questions is important in making a real contribution to improving the PJJ teaching system which is able to accommodate practicum courses. Not only that, this research is also important to add depth to the study of communication and the world of education. This research is important to do because efforts to prepare distance learning materials are still constrained in the delivery of courses related to practicum.

## Challenges of Practicum Courses

Practicum courses are a necessity. Students are not only required to have a deep conceptual understanding, but also to be able to practice it. In the UDL study program, there are Digital Videography and Multimedia Laboratory courses. Students who take Digital Videography are expected to have the competence and ability to produce a video work with good videographic standards. The material taught includes the stages of making publication material in the form of videos, the equipment used, various shooting techniques, how to record objects, lighting, making scripts, and how to edit videos. Meanwhile, in the Multimedia Laboratory course, students are expected to be able to design and create various traditional and digital media content with the paradigm of user interface (UI) and user experiences (UX) assisted by software, such as Adobe Photoshop, Adobe Illustrator, Adobe Indesign, and Marvell apps.

Problems in practicum courses in online learning have actually been conveyed in Mitchell and Delgado's research (2014) that students will experience problems in practicum courses due to difficulties in gaining direct experience. However, this research has not discussed in detail what are the points of obstacles. Identification of challenges in the learning process of practicum courses is very important for determining solutions.

From the results of the FGDs and the analysis process carried out by researchers, there are three major challenges faced by online learning students. First, the challenges that occur due to the separation of space and time. The online learning method in UDL does provide an opportunity for each teaching participant to prioritize the individual side and the flexibility to access teaching materials (Müller & Mildemberger, 2021). Furthermore, each course also applies the PEDATI concept, where each lesson is followed by an evaluation process (Alvin & Dewi, 2022).

One way to evaluate a student's understanding is to give assignments (S. Lee, 2022). As a result of flexibility and individuality in the learning process, problems arise here. In the Digital Videography assignment, students are required to make videos in groups. Obstacles arise when they are separated by distance. Besides, there are also some differences in terms of free time among the students to finish the group assignment. Following are some statements from FGD participants.

*Before that, I doubted how to make the video assignment because we have a distance barrier. Yohanes is living far away, Arum (me) living in Tangerang. So, we distribute the task. Yohanes took the video, Arum edited the video, and Huang made the caption for the video. (Arum, 29 January 2023, in interview).*

*For me it is only the matter of execution. We are aware that we come from different backgrounds, especially from different cities, that bring challenges for us. Because I believe in group assignment, every group member must give a contribution to the group. (Cucu, 5 February 2023, in interview).*

The second challenge is related to the availability of learning support tools or facilities. Both Digital Videography and Multimedia Laboratory courses require facilities including cameras, laptops, and applications for

editing. Research by Ridzal et al (2022) explained that limited facilities have a major influence on the learning process. Meanwhile, research by Widayati & Priantinah (2023) states the importance of adding facilities to support the teaching process.

Several FGD participants put special emphasis on the availability of this tool.

*For me, it's more likely (challenge) about the tools. We need tools in the practicum course, and UMN provided the tools indeed. But, most of us live far away from UMN so it's kind of difficult to borrow the tool. It's a bit of a pity for me. We have learned, we got the knowledge, and unfortunately we can't really execute the knowledge.* (Reva, 5 February 2023, in interview).

*For me the biggest obstacle is the tool that is unreachable, unfortunately we can't really practice it.* (Nicholas, 12 February 2023, in interview).

*It is the same with me, it seems difficult to practicum course. I found it difficult to give the best result because we have no practicum tool.* (Marco, 5 February 2023, in interview).

The learning support facilities UDL is actually available. For instance, applications or software can be accessed through each student's LMS. Meanwhile, the use of physical facilities such as cameras has not been accommodated for UDL students. The process of borrowing a tool can be done only at [gapura.umn.ac.id](http://gapura.umn.ac.id), but to take the borrowed tool must be done in person. The collection process also goes through an identity verification process where students are required to bring a student identity card (KTM). In addition, there is also a checking stage to ensure that the condition of the borrowed tool is in good condition and when it is returned it must also be in a similar condition.

The third challenge is related to the updating of new content. During the FGD, one of the participants stated that:

*There are lots of tutorials on YouTube, on TikTok, and on Instagram that are sufficient for us to learn on our own, similar to what our lecture gave us on the learning video. Sometimes there are lots of new features updated on the application, so I try it by myself.* (Popy, 15 January 2023, in interview).

In today's digital era, education can be accessed from anywhere, at any time, and the sources can vary greatly. As PJJ develops, there is also the phenomenon of massive open online courses (MOOCs) which are currently popular. MOOCs are online courses designed to be followed by many people for free or at an affordable cost. MOOCs usually consist of video lectures, readings, assignments, discussion forums, and assessments (de Freitas et al., 2015; Wong et al., 2019). In relation to this, online learning institutions, including UMN, must be able to provide optimal education to avoid being left behind by their students (Alvin, 2023).

Furthermore, the phenomenon of user generated content (UGC) on social media has increased in recent years, especially with the increasing number of social media users and the ease in creating and uploading content. This also has implications for spaces for expression of creativity that are increasingly open and highly encouraged to share content (Susarla et al., 2012). Some examples of educational UGC on social media include tutorial content, infographics or data visualization, and discussions.



In practice, the teaching content at LMS PJJ is updated at least every semester. Thus, due to the rules and systems that applied, material updates on LMS cannot keep up with the speed of updating content on social media. However, it should be underlined that UGC's educational content on social media also has risks that need to be watched out for, such as inaccurate information, plagiarism, or content that is inconsistent with prevailing values and ethics.

### **Alternative Response of UDL Students**

FGDs allow researchers to collect in-depth data about the views, attitudes, and thoughts of participants on the topic being researched. Focus group discussions can trigger active participation from participants, so that researchers can explore deeper and more detailed thoughts from each participant. In addition, the social interaction that occurred during the FGD also allowed participants to provide a broader understanding of their attitudes and views on the topic being discussed.

One of the interesting findings that emerged from the discussion and social interaction between participants was the alternative response of UDL students to practicum courses. The limitations of the practicum that they felt actually triggered their creativity in the learning process. Conceptually, this is known as self-regulated learning (SRL). Broadbent & Poon (2015) defined SRL as cognitive, metacognitive, and affective strategies and skills that enable individuals to take control of their own learning. In SRL, individuals learn to recognize their learning goals, choose appropriate strategies to achieve goals, monitor their progress, and evaluate their learning outcomes.

The connection between SRL and the FGD participants who became the object of research is the adjustment stage. UDL students respond to the obstacles experienced in practicum courses by adjusting their learning strategies. There are three alternative responses made. First, tool substitution. In Digital Videography, the tools utilized include the Canon EOS 600D camera, HXR 1500 camera, shotgun mic, clip on, H4N recorder, and lightning studio. Meanwhile in the Multimedia Laboratory, there are four software used as references, namely Adobe Photoshop for digital graphic output, Adobe Illustrator for printing output, Adobe InDesign for print or digital magazine layouts, and Marvel Apps for making application prototypes on cell phones or websites.

Related to the limitations of tools in practicum courses. Several FGD participants stated that:

*In the video making assignment, that was a group assignment, so we made the video using a smartphone. (Stefanni, 5 February 2023, in interview)*

*Actually, nowadays smartphones are sophisticated, there are many cameras that are adequate, so even using a mobile phone is enough, you don't need to borrow a camera from UMN anymore (Popy, 15 January 2023, in interview)*

The second alternative is the students try to use the tool by borrowing. Some students have the intention and strive to be able to practice what they learn by borrowing tools. In the SRL concept, there are three dimensions, namely the cognitive dimension related to the individual's ability to remember

and process information; metacognitive dimensions related to understanding of learning objectives and the ability to adapt to learning strategies; and the affective dimension which is closely related to emotions to motivate oneself when faced with learning obstacles.

Regarding the three dimensions of SRL, the effort to borrow this tool is related to the metacognitive and affective dimensions. In terms of the metacognitive dimension, borrowing the tool can be considered as part of choosing the right strategy to achieve learning goals. Meanwhile, implementing the strategy is closely related to the effective dimension in which students motivate themselves to borrow tools to fulfil their learning process.

The third alternative is using social media as a complementary supplement. Social media such as Facebook, Twitter, Instagram and YouTube can be used to add information or enrich learning materials (Budiyo Saputro et al., 2020).

*Youtube helps us the most. We understood why we had read the material and watched the video that was provided on the LMS, but when we practiced, somehow we felt something was missing. So we opened a Youtube video to help us understand more.* (Billy, 5 February 2023, in interview)

Social media can be an option because students feel more motivated and involved in learning when they search for additional information independently (Dutta, 2020). This can help them gain a better understanding of the material being studied.

### **Expectations for Ideal Practicum in UDL**

UDL students may be considered as consumers of Universitas Multimedia Nusantara in terms of they pay tuition fees and obtain services from the campus, such as access to online learning platforms, teaching materials, and academic guidance. In addition, as consumers, PJJ students have the right to obtain quality services from the campus, including adequate learning and academic guidance services (Ambartiasari et al., 2017).

Like other consumers, UDL students can also provide feedback on campus services and participate in service evaluations. This can help campuses improve service quality and provide a better learning experience for UDL students. In the FGD, several points were collected which became the hopes or expectations of UDL students for the ideal learning process for practicum courses. First, material reform. UDL students experience particular challenges in maintaining their short attention span while studying, as they are not in a traditional classroom environment and often study independently (Geri et al., 2017). One of the factors causing a short attention span is fatigue because the majority of UDL students are employees who work from morning to evening.

One of the participants stated that the factor that made students unfocused was the lecturer's delivery style in the boring learning videos.

*On YouTube, there are many tutorials that are easier to understand and the delivery method is not standard, so the learning comparisons are interactive and there are many alternatives. Meanwhile, in terms of material, it tends to focus on the material, it has to be the same as the software* (Angga, 15 January 2023, in interview).

Delivering material intrusively to the students can reduce student's interest and motivation in learning, so that it can affect understanding and

retention of information. Therefore, the method of delivering teaching materials by lecturers needs to imitate what is done by influencers (M. T. Lee & Theokary, 2021). Using language that is easy to understand and avoiding technical terms can be an option.

Second, quiz adjustments. Online learning that applies the PEDATI pattern requires students to watch post-teaching material quizzes. The quizzes given aim to encourage understanding of the material and improve the quality and quantity of learning (Astawan et al., 2021; Chaeruman, 2018; Riatus & Alvin, 2023). However, students see that there needs to be readjustments related to the questions in the quiz.

*On practicum course, there are quizzes per week. Sometimes when we read the PPT material and the quiz questions it's not from the material, it made us confused. Because we haven't tried the software or application yet. So we searched the answers from Google, even though we were still guessing* (Ferarri, 29 January 2023, in an interview).

Several previous studies stated that quizzes can indeed encourage student involvement and participation in the learning process (Risan, 2021). In addition, quizzes also play a role as feedback on the material that has been studied and provide a positive learning experience (Guspatni, 2018). In this case, the existence of quizzes is not avoided or even rejected by students. However, what is of concern to students is that the quiz questions need to be adapted to the limited practicum supporting facilities.

Third, increase the frequency of synchronous meetings. Each course at the UDL only requires three face-to-face online meetings or synchronous meetings, namely at the inaugural meeting, the meeting before UTS, and the meeting before UAS. Regarding practicum courses, there is an urgency to increase the frequency of synchronous meetings.

*For example, Digital Videography is a bit difficult to understand. There are required assignments to edit some materials with Adobe. For me, it's a bit difficult because the session is held not in a synchronous meeting, so we learn only from the presentation from the video given. Even though we can learn from Youtube, for me it is the same, because we can't practice together with the lecturer. So, if there are some questions, we can directly ask the lecturer* (Reva, 5 February 2023, in an interview).

*I wish there was a live tutorial video from the lecturer, not the one from Youtube. It will be better if there is live discussion with the lecturer also* (Marco, 5 February 2023, in an interview).

Some literature also supports the importance of synchronous meetings in online learning. One of them is that synchronous meetings provide space for online learning students to be able to interact with lecturers as instructors (Barrot et al., 2021). Not only that, this can also form and build emotional attachment. In addition, synchronous meetings can also generate learning motivation from students and also have implications for student activity in the teaching and learning process.

Online learning systems and mechanisms in Indonesia will continue to develop and be full of dynamics. Academic studies state that online learning and regular learning are both effective and can provide beneficial learning experiences (Annamalai et al., 2022; Curran et al., 2020; Staziaki et al., 2021).

The expectations of UDL students in participating in practicum courses can be the foundation for improvement.

## CONCLUSION

In digital learning programs, students are not only required to have a deep conceptual understanding, but also to be able to practice it. Based on data analysis from the results of the FGD involving 40 active UDL students, several conclusions can be drawn as follows. The big challenges felt by UDL in dealing with practicum courses, such as Digital Video and Multimedia Laboratory, include: *First*, challenges that occur due to being separated by space and time. The flexibility and individuality that characterize digital learning actually makes it difficult for students to complete assignments in groups. Students are separated by distance and have different free time. *Second*, related to the availability of learning support tools or facilities, such as cameras, laptops and applications for editing. UDL learning support facilities, such as applications and software are available in each student LMS. However, for borrowing equipment such as cameras, it can only be done at gapura.umn.ac.id and retrieval of borrowed equipment must be done directly on the UMN campus. Of course this cannot be done by students who live outside the city or abroad. *Third*, related to the updating of teaching content. In practice, the teaching content at LMS PJJ is updated at least every semester. Thus, due to the rules and systems that applied, material updates on LMS cannot keep up with the speed of updating content on social media.

One of the interesting findings that emerged from the discussion and social interaction between participants was the alternative response of UDL students to practicum courses. The limitations of the practicum that they felt actually triggered their creativity in the learning process.

There are three alternative responses which include: *first*, tool substitution. In the Digital Videography course, the tools displayed include the Canon EOS 600D camera, HXR 1500 camera, shotgun mic, clip on, H4N recorder, and lightning studio. Meanwhile in the Multimedia Laboratory, there are four software used as references, namely Adobe Photoshop for digital graphic output, Adobe Illustrator for printing output, Adobe InDesign for print or digital magazine layouts, and Marvel Apps for making application prototypes on cell phones or websites. *Second*, students use tools by borrowing from friends, so they can still practice what they have learned. *Third*, social media such as Facebook, Twitter, Instagram, and YouTube can be useful for looking for some complementary supplements, which can be used to add information or enrich learning materials.

Through the FGD, several points were collected which became the hopes or expectations of UDL students for the ideal learning process for practicum courses. *First*, material reforms. In order to maintain the attention span of UDL students when studying independently, the method of delivering teaching materials by lecturers needs to imitate what is done by influencers. Lecturers can use language that is easier to understand and avoiding technical terms. *Second*, adjustments to giving quizzes. In this case, the quiz questions need to be adapted to the limited practicum supporting facilities. *Third*, increased face-to-face synchronous frequency. Besides being able to form and build emotional attachment, face-to-face synchronous meetings can

also generate motivation to learn from students and also have implications for student activity in the teaching and learning process.

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